

Collaboration for inclusive education

Module

2



Participants' handbook

Prepared for:
The Norwegian Association of Disabled

Developed by:
Enabling Education Network

[Cover image description: There is a large group of 20 or 30 people gathered on chairs, outside a school building. The woman dressed in everyday clothing is standing up addressing the gathering. Next to her is standing a man in shirt and trousers, holding the hand of the same young boy in school uniform holding a long stick. The people sitting on chairs are all listening carefully to the woman talking. Among them, at the front, is the smartly dressed woman, listening. She looks supportive. Also are other recognisable people such as the man in the wheelchair, the elderly man with the walking stick, the woman in a headscarf and the girl with the amputated leg.]



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Acronyms

CBO	community-based organisation
DPO	disabled people's organisation
EENET	Enabling Education Network
NAD	Norwegian Association of Disabled
NGO	non-governmental organisation
SEND	special educational needs and/or disability
SIT	school inclusion team
ToT	training-of-trainers

What is this handbook and who is it for?

This handbook is for participants of the organisations of people with disabilities module 2 training in inclusive education.

The aim of this module is to support organisations of people with disabilities and their members to consider who they need to be collaborating with and how in order to build more inclusive schools in their communities. This includes looking at how DPOs engage with and support schools to develop and manage a school inclusion team (SIT). It also looks at how they can identify important resources and strengths in their communities and collaborate with these to build a strong network to support inclusive education.

This training is part of a longer-term inclusive education capacity building process for DPOs and additional trainings will be developed that build on this training.

Inclusive education is **not** just about getting children with disabilities into school. It is about ensuring that **every** learner is **present** in school, is **participating** in learning and social activities, and is **achieving** to the best of their ability.

1. What is a School Inclusion Team (SIT)?

A school inclusion team (SIT) consists of a voluntary group of people who are interested in education or in their local school and who share a common goal – to make their school more inclusive.



Example of a SIT meeting in the school grounds

[Image description: There are eight people sitting outside under a tree in a semi-circle. They are sitting on chairs. In the background there is a school and some children are playing outside the school. There are three women in the group, one in a headscarf. There is a man in a wheelchair and an elderly man with a walking stick. There is someone in the group making signs with their hands. One woman is talking and using gestures. There is a crutch on the ground next to her.]

Case studies – what are school inclusion teams?

Read these case studies. Do you think each case study describes a school inclusion team? Why or why not?

Case study A

Once every 3 months, 3 class teachers in a small rural school meet to discuss problems that they face with teaching the handful of learners with disabilities who are enrolled in the school. The other 2 teachers in the school do not want to join in these meetings, and no one has encouraged them to do so.

Case study B

In a large school, a team has been created to develop individual education plans (IEPs) for 30 learners identified as having special educational needs. The team consists of a pedagogue, a psychologist, 2 class teachers, and 3 special education experts from outside the school.

Case study C

Once a year, School C calls all parents/care-givers to attend a meeting. At this meeting, the principal explains to the parents/care-givers about the school's policy on inclusive education, asks them to ensure that all learners are coming to school, and tells them about what the teachers and specialist staff have been doing to support learners identified as having special educational needs.

Case study D

School D has a very mixed group of learners, including learners with SEND and learners from three different ethnic/language groups. A group of teachers, parents/care-givers and specialists meet every couple of weeks to discuss new inclusion challenges that have arisen, and to check progress with solving problems. They are now in the process of recruiting two learner representatives to the group, to provide more inputs from the learner perspective and to help with identifying local learners who are not coming to school.

Case study A: Is it a school inclusion team?

- Yes... because there is no fixed formula for team membership or how often they meet, so it does not matter, for instance, that the team has no specialist staff (maybe the school has no pedagogue or psychologist) or external experts, or that they meet only 4 times a year.
- No... because the team only seems to focus on disability issues – and in particular on specific learners rather than systemic issues– not on a wider range of inclusion challenges (e.g., in a rural area there might be issues around extreme poverty, transport to school, etc).
- No... because no effort has been made to engage the other teachers and perhaps nothing has been done to raise their awareness of inclusive education.

Case study B: Is it a school inclusion team?

- No... because the purpose of the team is too narrow. It just develops IEPs for learners with special needs. It does not seem to be working on wider inclusion issues for these learners or for other learners facing other barriers to education.
- No... because the membership is mainly specialists, not regular, inclusive teachers and other stakeholders.

Case study C: Is it a school inclusion team?

- No... because although there is parental/care-giver involvement, it is not participatory. Parents/care-givers are just being told what is happening, but are not being invited to actively participate in the school's inclusion activities (identifying problems and solving them).

Case study D: Is it a school inclusion team?

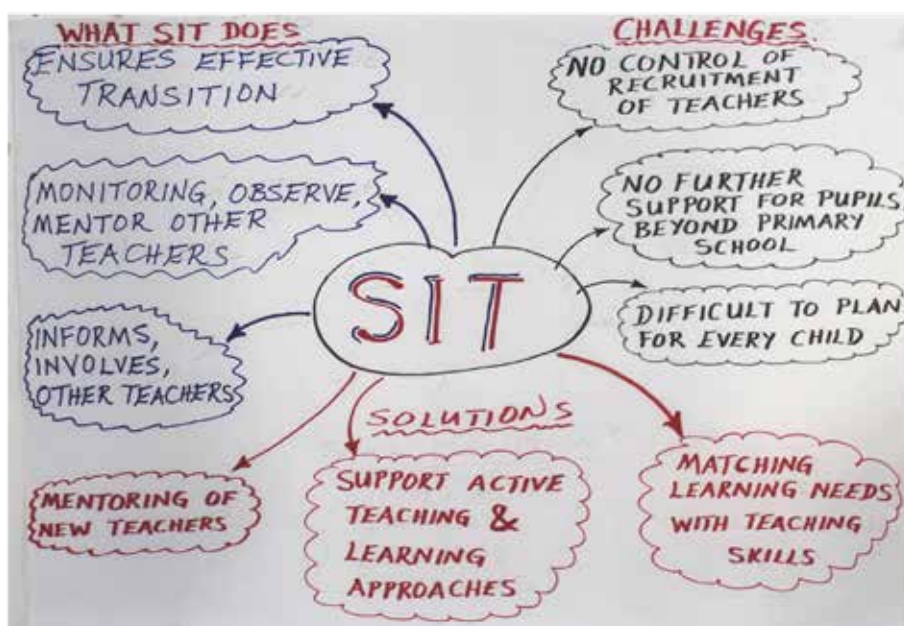
- Yes... because it is actively involving a range of stakeholders, and tackling various inclusion issues.

Summary of what a school inclusion team is

A school inclusion team:

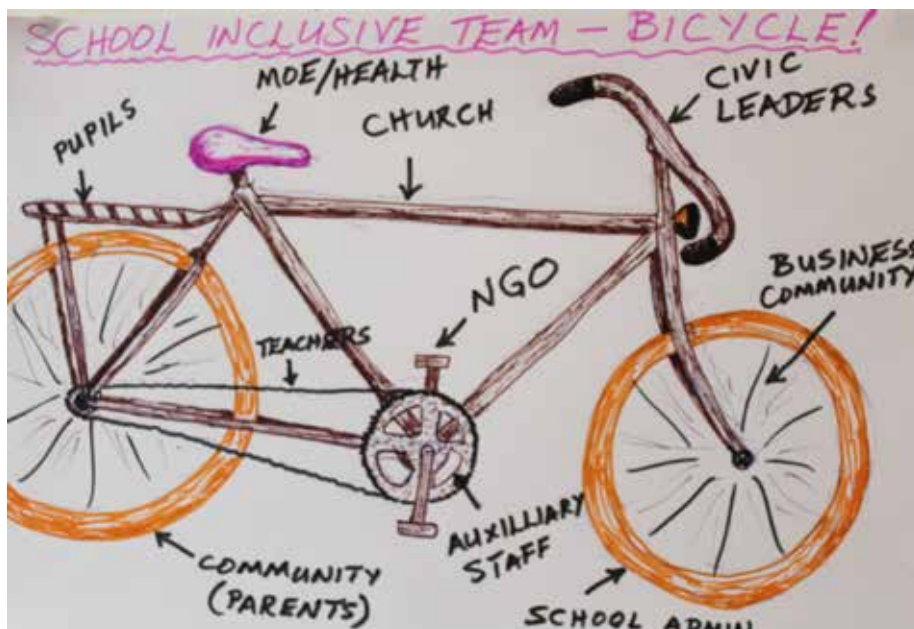
- brings together people who have a stake in education or in their local school and who **share a common goal** – to make their school more inclusive;
- has a diverse and representative membership **made up of volunteers**;
- can **include non-education professionals** as well as school staff and teachers, such as builders, health-workers, DPO members and so on
- **exists to help** teachers, other staff, learners and parents/care-givers – not to add another layer of bureaucracy or burden. If the team becomes a burden or works only as a bureaucratic mechanism, it is not functioning as intended;
- sets an example for what inclusion means in reality, and **provides practical help and advice** so that others can turn theoretic knowledge of inclusion into reality;
- deals with **whole-school inclusion issues** that may arise at different times of the school year – for example, the reasons for and solutions to incidences of bullying, absenteeism or lateness which are barriers to an inclusive school.





A mind-map created by participants in Zambia

[Image description: A mind-map, a circle in the centre contains the word SIT. There are 3 'bubbles' containing ideas for 'what SIT does'; 3 explaining 'challenges'; and 3 explaining 'solutions'. Each bubble is attached to the central circle by an arrow.]



A diagram of a SIT created by participants in Zambia

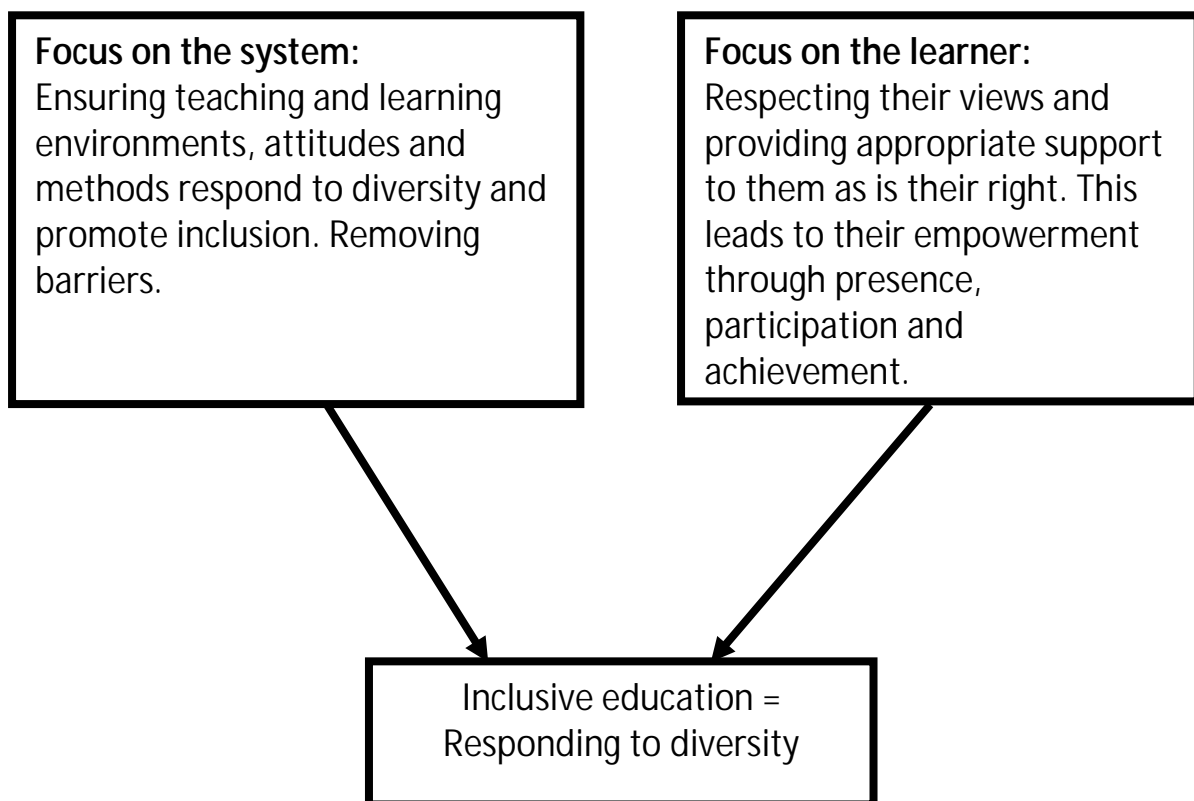
[Image description: The picture shows a drawing of a bicycle under the title 'School inclusive team – bicycle!'. The different parts of the bicycle including the wheels, saddle, handlebars and so on are labelled things like 'pupils', 'civic leaders', 'community (parents)', 'MOE/Health', 'business community'].

2. The twin-track approach

Inclusive education focuses on changing the system, not on changing the learner. But a focus on system-level change does not mean we should ignore the **specific** learning needs of **individual** learners.

We need to tackle education exclusion from **two sides** – by promoting systemic change **and** by giving specific support to individual learner's learning needs.

This is the **twin-track approach**.



Read through **Joseph's story** and see if you can find examples of:

- Interventions which focus on **changing the system**, or making changes to the whole school or whole class
- Interventions which focus on **providing individual support** to one child or a few specific children.

3. Joseph's story

Joseph was born blind. He can see just a small amount of light, but nothing else. Nevertheless, he is very active. He plays with his siblings and neighbours and has been learning to help his mother and father with simple chores around the house. He is 4 years old and his parents want him to start school at the same age as other children, when he is 6. They know they need to plan ahead as this will not be easy.

The local primary school is not keen to enrol Joseph. They think he should go to a special school. But the nearest special school is 240km away, and it can only take a few new students each year. The journey is so long and expensive that Joseph would only see his family twice a year. He became so upset when he heard about this that he says he does not want to go to the special school ever. His parents agree that it is important for him to spend his childhood with his family and friends, so they are trying to get permission for Joseph to enrol in the village school.

The school says there are lots of reasons why Joseph cannot enrol. For example:

- The school does not have a specialist teacher for children who are blind.
- The other teachers have no experience of working with a blind child. They are scared.
- The head teacher is worried that other children will bully Joseph.
- The local education officer says it is government policy for blind children to go to a special school.
- The head teacher says the school has no budget for buying Braille books or writing equipment.
- The teachers think the school is too dangerous for a blind child because of all the steps and pot-holes.

Joseph's parents were overwhelmed by the long list of reasons why their son could not go to his local school. They wondered if they should just make him go to the special school – it could be his only chance to learn.

One day his mother was selling vegetables in the market when a new customer arrived to buy some tomatoes. She was blind and Joseph's mother noticed how quickly and accurately she could count the money without being able to see it.

“I hope my son will one day count money as well as you can” said Joseph’s mother. This started a conversation. The blind lady, Edith, was a member of a disabled people’s organisation and she said she could give Joseph’s parents some advice. They arranged to meet next day.

Two years later Joseph has enrolled at his local school. How did this happen?

Edith first supported Joseph’s parents to have a meeting with the district education officer (DEO). He was a frightening man and Joseph’s parents had already had 3 meeting requests rejected by him. Edith used her connection with the DPO to insist on an hour-long meeting. At the meeting she shared her own experiences of education (in both special and inclusive settings), and she explained about the international obligations for education systems to become inclusive. By the end, the DEO agreed that Joseph could attend his local school, if Edith could help the school overcome the long list of problems. He also agreed to discuss policy changes at the next Ministry of Education meeting he attended.

Edith’s next action was to encourage some of the teachers to visit Joseph’s home and watch him playing and doing chores. When they arrived, one teacher asked “where is the blind boy?” They had expected to see Joseph sitting quietly, not running around playing with a ball! After this experience the teachers all agreed that Joseph was not as ‘useless’ as they had expected, but they were still too scared to teach him.

Edith and her colleagues in the DPO therefore worked for several months to find an organisation that could give some training for the teachers. The teachers received a week of training three times during different school holidays. The training covered disability issues and child-centred teaching methods, and was run by trainers with and without disabilities. They finished their training 6 months before Joseph enrolled. When it was time for Joseph to start school, the teachers told Edith they felt they were already teaching all their children better, so they were now more confident about welcoming Joseph. When Joseph enrolled, his class teacher worked with Edith, Joseph and his parents to create an initial target sheet. This outlined what things Joseph would learn first, how the teacher would help him, and what extra support the teacher might need from colleagues, Edith, parents or other people.

It was financially impossible for the school to hire a specialist teacher and Joseph’s parents were worried about who would be able to teach their son

skills such as Braille reading and writing. After a lot of investigations, Edith invited two blind young people from the next village to visit Joseph twice a week at school to show him and his teacher the basics of reading and writing Braille. These young people had finished studying at a special school but were currently struggling to find employment. They were happy to volunteer if Joseph's mother provided lunch for them. One of the volunteers was even able to convince their old special school to donate a Braille board and stylus for Joseph. The other volunteer has enjoyed the experience of helping Joseph so much that – with help from the DPO – she has won a scholarship to train as a teacher, starting next year. She is hoping to do her practical training at Joseph's school and one day get a full time job at the school.

The teachers decided that they needed to prepare other children in the school to welcome Joseph, so they organized various activities to tell the children about disability and children's rights. The children understood very quickly and soon started to ask if they could do something to make the school safer for when Joseph enrolled. They spent several lunchtimes picking up stones to make the play area flat and safe. They then used the stones to mark pathways between the gate and the classrooms and library. Three of them agreed they would show Joseph these paths on his first day. Some of the children went home and spoke with their parents. They wanted the adults to help make the school more accessible for Joseph too. One evening after school 6 parents arrived with shovels to help fill in the pot holes. Joseph and his family were there too. Joseph helped to bring everyone water, as it was thirsty work!

4. How can we work together to help a school to become more inclusive?

Collaboration is at the heart of successful inclusive education. For instance, mainstream NGOs may be more experienced at pushing for systemic changes such as policy change, while disability-specific organisations may be better placed to address individual support needs, such as providing rehabilitation or equipment. But if they work in isolation, each organisation will be delivering a partial solution with limited chance of success.

What sort of barriers do you face in your community with regards to ensuring that all learners **attend** school, **participate** in the learning process, and **achieve** to the best of their ability?

- How could these barriers be tackled? What practical action could be taken?
- Who needs to be involved in choosing, developing and implementing the solution? What would each person do?
- In what ways might team-work offer a more effective approach for solving this barrier than if individual people try to solve it alone?

BARRIERS	HOW?	WHO?	WHAT?	TEAM-INVOLVEMENT
NO CAR PARK	-CREATING SPACE	PUPILS, STAFF, COMMUNITY HEADMEN/ COUNCIL	COUNCIL/HEADMEN: PROVIDE LAND -CLEARING & PAVING	-WORKING TOGETHER -CREATE AN ACTION/ TIME PLAN -EFFECTIVE COMMUNICATION
LACK OF FURNITURE	-SOURCING FOR DESK FRAMES FROM NEIGHBORING SCHOOLS	-PTA, MOE, PARENTS	-SOURCING FRAMES & DESKS	-RAISING FUNDS -DONOR AID
POOR LIGHTING	-ELECTRIFYING CLASSROOMS -ENLARGING SMALL WINDOWS -PUTTING TRANSLUCENT ROOFING	-PTA, PUPILS, COMMUNITY, SCHOOL ADMIN, DONORS	-COMMUNITY/MATERIAL MOBILISATION -ELECTRICIANS BUILDERS -FETCHING WATER	-QUICKLY CREATES ENOUGH LIGHTING IN CLASSROOMS -QUICK MOBILISATION OF RESOURCES

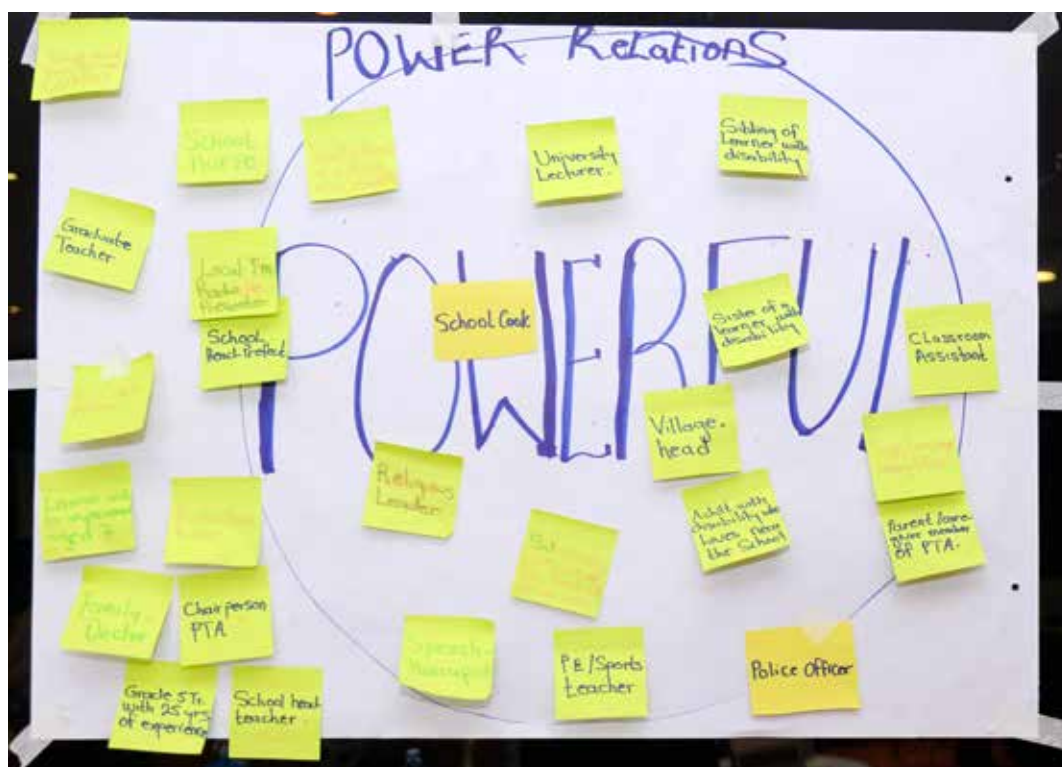
Example of a barrier analysis table from Zambia

[Image description: large sheet of paper stuck on the wall, divided into 5 columns headed 'barriers', 'how?', 'who?', 'what?' and 'team involvement'. Answers are written under each heading.]

5. Understanding power relations

There are many different sources of power or factors in life that provide people with power, which we as individuals draw on, either consciously or unconsciously. For example:

knowledge	work experience	status and wealth
listening skills	position in hierarchy	control over resources
analytical skills	problem-solving ability	ability to persuade



A flipchart capturing discussions on who holds the power within the school-community

[Image description: There is a flipchart paper with a large circle drawn on it with the word 'powerful' written in the middle. There are yellow post-it notes stuck to the flipchart with different roles written on the post-its such as 'religious leaders', 'university lecturer', 'police officer' and so on and stuck in different positions inside and outside the circle].

Power can also be personal or collective, as the following definitions show:

“Power is the ability to articulate **personal goals** and influence others to achieve those goals. It is the ability to get what we want, to hold on to what we get, and to shape events the way we want to shape them.”

“At the **collective level**, power is the ability to combine different sources of individual power to bring about desired change that benefits groups rather than individuals.”

Power can actually be categorised as follows:

Power over: most attempts to increase individual power assume that power is finite – when one individual or group gets more power, the others get less.

Power to: this type of power refers to the individual aspect of empowerment. It enables the individual to control or manage a situation to her/his benefit.

Power with: this includes collective power and is experienced when a group tackles problems together and creates energy that is greater than simply the sum of the individuals making up the group.

Power within: this type of power resides within the individual and represents internal strength. It is based on self-acceptance and self-respect, which in turn extends to respect for others and acceptance of others as equals.

- ‘Power over’ is the way we usually see power.
- We usually assume that if one person/group in a relationship is powerful, then the others in the relationship must be less powerful. We assume that if the less powerful gain new power, then the more powerful have to lose some of their power, because there is only a restricted amount of power to be shared!
- This is seen in gender debates, where men may be frightened of women gaining power because of the negative impact they assume it will have on men. Society often believes that gender equality means that men will have

to hand some of their power over to the women and consequently men will lose their position and status.

- This view of power in which one side can only gain if the other side loses will not help us to achieve a diverse and non-discriminatory society.
- To achieve our goals, we need to change the way we (and others) perceive power. This means finding ways to facilitate in our work more instances of 'power within' and 'power to' – and more understanding of power as an infinite resource – there's enough for everyone!



DPO Facilitator doing a role-play on 'effective collaboration' in Kampala, Uganda

[Image description: the photo shows one woman kneeling on the ground in front of one woman sitting on a chair and one man in a wheelchair. There are other chairs around them. They are gesturing and talking to each other].

Working collaboratively as part of a group or team can be very difficult unless **every member is seen as an equal** and it is recognised that **all** members bring different strengths, knowledge and experience that will **all** assist in achieving inclusive education. This is true for organisations of people with disabilities and it is also true when creating and managing a school inclusion team.

The school inclusion team may have a co-ordinator but this person **is not** more powerful than any other member of the team. A school inclusion team cannot be successful if it is used as a tool for expanding someone's personal power.

Shifting the power relations

Image 1: Power over

This image shows a well-dressed woman, probably the head teacher looking as if she is refusing entry to the school for the child with the visual impairment. The mother is talking to the head teacher, it looks like she is begging/asking for her child to be admitted to the school but probably feels powerless in this situation. The implication is that the head teacher has **power over** the mother of the child with the disability. The head teacher may also feel an element of powerlessness if she thinks that her school is unable to accommodate the needs of the child.



[Image description: Two women are standing facing each other, talking to each other, making gestures with their hands. In the background are some buildings and a sign says 'school'. The woman on the left is dressed in everyday clothing, and is leaning slightly forward with both hands outstretched and she looks sad. There is a young boy wearing school uniform in dark glasses holding a long stick. The woman she is talking to is smartly dressed and standing up straight, one hand is on her hip. She looks annoyed or stern as she responds to the first woman.]

Image 2: Power with

This image shows the mother of the child with a visual impairment meeting with the school inclusion team (SIT) to discuss the situation. She is being listened to by members of the SIT and probably feels supported by them and that she isn't alone in the problem that she faces. Her child is also present at the meeting. The implication is that she feels **power with** the group, collective power through addressing problems together.



[Image description: There are 9 people sitting in a semi-circle on benches in a room with three windows in the background. Through the windows you can see some buildings that look like school buildings. Included in the group is a man in a wheelchair, an elderly man with a walking stick and a girl in school uniform with an amputated leg and a crutch, plus three other women and a man. The same woman dressed in everyday clothing is also sitting in the group and talking. Next to her, sitting on the bench is the young boy in dark glasses holding a long stick. The group are listening to the woman and they have serious and concerned expressions on their faces.]

Image 3: Power within

The image shows the mother of the child with the visual impairment standing and talking outside the school to the wider-school community. There are many people seated and listening her talk. Her child is next to her, holding the hand of a man, probably his father. The father's presence shows that he is supporting his wife. The head teacher is sitting in the audience listening to what the woman has to say along with everyone else. The implication is that the mother feels **power within** and her body language is very different from when she first met the head teacher on her own, she looks empowered and confident.



[Image description: There is a large group of 20 or 30 people gathered on chairs, outside a school building. The woman dressed in everyday clothing is standing up addressing the gathering. Next to her is standing a man in shirt and trousers, holding the hand of the same young boy in school uniform holding a long stick. The people sitting on chairs are all listening carefully to the woman talking. Among them, at the front, is the smartly dressed woman, listening. She looks supportive. Also are other recognisable people such as the man in the wheelchair, the elderly man with the walking stick, the woman in a headscarf and the girl with the amputated leg.]

6. Collaborating with the school inclusion team

Parents and communities are often not involved in education and may not be aware of the services that are available and the help and the knowledge they can provide.

Many teachers and other educators work in isolation and struggle to meet the needs of all the learners they work with. They can be extremely committed but lack support, training opportunities and materials to help them be more inclusive.

In short, there is often a **lack of collaboration** that is necessary if schools and communities are to become more inclusive.

Remember, even if you are not directly part of a school inclusion team (SIT) as a member **you also have a responsibility as a DPO member, parent or community member to support and collaborate with the SIT** in order to help your school become more inclusive

How can a DPO add value/contribute to a school inclusion team?

- What opportunities are there for you to engage with and support the SITs in your district?
- What specific barriers to inclusive education do you think your DPO can help address?
- How can the DPO support the SIT to be sustained beyond the timeframe of the project?

7. The role of a school inclusive education coordinator (IECo).



The school inclusive education coordinator (IECo) is a voluntary role.

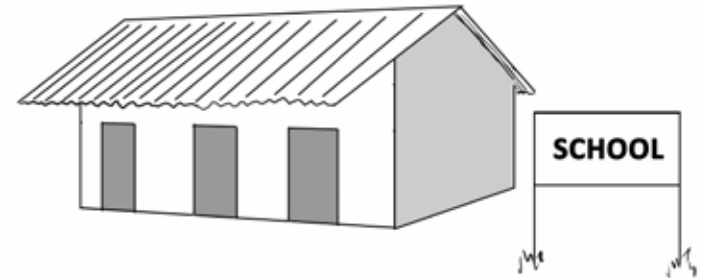
The school IECo should work in a co-ordinating role; this means organising and managing meetings and following up on actions, rather than having total responsibility for the identification, assessment and provision of inclusive education.

She/he should be a member of the school inclusion team and she/he will help to ensure the fulfilment of inclusive cultures, policies and practice within schools.

A school IECo can bring together schools, communities and the wider society to take responsibility and ownership of inclusive education activities and be proud of the changes in their schools.

The school IECo is the key person who ensures that all learners have opportunities to learn and achieve to their full ability. She/he is the main link between learners, families, communities, schools and other professionals who will form the network of support for inclusive schools and communities.

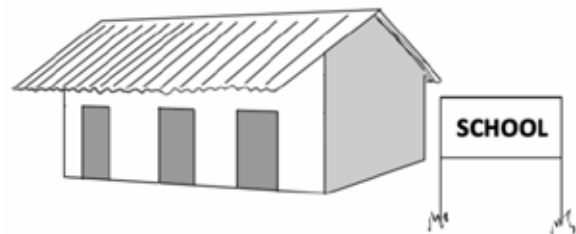
The inclusive education coordinator (IECo) works at different levels



Activities a school IECo could take part in at school, community and ministry levels

At school

- Build capacity and sensitise school management, teachers and other school staff;
- Ensure school planning is more inclusive;
- Assess physical environment for accessibility;
- Advice on making specific resources;
- Training on inclusive classroom strategies;
- Enhance partnership between school and community;
- Observe and assess individual learners;
- Organise focus group discussions for both teachers and learners;
- Suggest activities for a whole school approach to inclusion.



In the community

- Raise awareness at community level;
- Build partnerships between school and community;
- Visit homes of specific learners when necessary;
- Attend local meetings;
- Make referrals for services available locally – for example, medical assessments at the hospital;
- Identify local skills and materials that could be used in schools – for teaching aids, etc.;
- Train local volunteers to identify out-of-school learners;
- Arrange specialist training for parents/care-givers when required.



With the Ministry of Education / at policy level

- Attend local council meetings to raise awareness and ask about available funding;
- Raise awareness in the media – local radio and newspapers;
- Attend planning meetings to ensure that all plans are inclusive;
- Involve local NGOs and community-based organisations in any inclusive education training at the learning support base or other suitable location.



8. Opportunities for collaboration in our communities

Developing a strong network of support for inclusive education is very important for schools and their SITs. DPOs have an important role to play in building and sustaining these networks. To build strong networks we need to LOOK at what kinds of support exist in the community and THINK about how we can create strong collaborative relationships for inclusive education across the community.

Although it is very important to understand the barriers to inclusive education that exist in our communities, it is also important to recognise that there are many positive things that exist in our communities that we can use to support inclusive education.

We can see these positive things as strengths that will help to break down these barriers and strengthen the capacity of schools for inclusive education. These strengths can be regarded as assets or something of value in the community.

What do we see when we look at our community?

When you look at the three photos on the next three pages, what do you see?



[Image description: In the photograph an old man is sitting on a concrete slab against a white wall. It looks like the wall is on the side of a street. There is an empty box next to the old man and a walking stick. The old man is sitting looking in front of him and holding an empty plastic cup. A little bit away from the old man, also leaning against the wall, is a young man. He is standing and leaning back against the wall and reading a newspaper Just in front of him is a tin trolley with wheels. On the trolley are bottles of cold drink and some sweets ready to be sold. On the trolley is an advert and next to the advert is written 5 dollars. On the other side of the trolley are some young people also leaning against the wall. In the background going further down the road you can see lots of other people all sitting or leaning against the wall.]



[Image description: In the photograph there is a sandy section of ground with lots of large rocks. There is a big, grey concrete building in the background. On the ground are some large white tents. In the middle of the photograph is the biggest tent. The tent flaps of this tent are open and you can see some people sitting in the tent talking. In front of the tent is a young boy pushing a small bicycle. Around the tents are lots of white bags lying around. There is also a washing line between two of the tents with some washing hanging on it.]



[Image description: In the photograph there is a large shack made of corrugated iron pieces that have been put together. The shack has some graffiti on it. Sitting just outside the shack is a man sitting on a white plastic box. Next to him is a large yellow plastic can for carrying water. Just around him is lots of rubbish – some plastic tubes, some large white bags piled on top of each other, some empty cans and a large piece of very dirty foam rubber that looks like an old mattress. In the background behind the shack is a big rubbish stack. There is a man standing on the rubbish stack looking at it and there is another man standing around looking at the rubbish stack. In the background there is also a grader next to the rubbish stack.]

When we look at the pictures, do we only see negative things or can we see some positive things?

9. Moving from problems to assets

Although it is important to always look at problems or what is wrong in communities and understand how these can be barriers to inclusive education, for example, poverty, it is also important to think about the things in the community that can help to break down these barriers and strengthen the capacity of schools for inclusive education

We can see these positive things as strengths or something of value within the community – we can call these **ASSETS**

Assets in the community can help to break down the barriers to inclusive education or they can help to bring about change

We can use assets in the community to support the SITs and to help raise awareness about inclusive education

Look at the **detailed community picture** on the next page:

- What assets can you see in the picture that may be important as a support or resource for the SITs?
- How could these assets help to address the barriers to inclusive education that they identified and discussed the day before?
- How could these assets be a support or a resource for the SITs?



[Image description: The picture shows a scene from a community. In the top left-hand side in the background is a small church and outside the church is a group of people standing together singing. In front of them is a man conducting the group. The church is on the slopes of a mountain and slightly to the right of it are two young boys chasing each other. Also on the slopes of the mountain on the right hand side of the picture is a building with lots of windows and a large clock tower in the middle. Outside this building is a sign that says "University" and in front of the sign are three people. Two young people are talking and one has a backpack. Just in front of them is a man walking away from the building carrying a folder.

A little bit closer in the middle of the picture is small building with a corrugated iron roof. It has two large doors that are wide open and inside you can see a person in a wheelchair sitting at a desk with a computer screen in front of her. Next to the desk is a photocopier machine. Inside the building there is also a man taking a picture of another man standing in front of him. Outside the building on the left-hand side is a man walking next to it and on the other side of the shack are two dogs playing.

A little bit away from the shack is a man standing underneath a small shelter made of corrugated iron. Under the shelter are ten wooden bed frames in two rows. Just in front of the shelter is a motorcycle driver going past with two big loads of material on the back. Walking close to the boda boda driver is a man walking past on the road using a cane.

At the front of the picture on the right-hand side is another small building with a corrugated iron roof. The doors of this building are wide open and inside are three women. Stacked against the sides of this building are lots of roles of different coloured materials. Two of the women are standing together. One has her hands stretched out and the other woman is standing behind her measuring her arms. Next to them another woman is sitting at a small desk sewing with a sewing machine.

In front of this building there are two women sitting on the ground selling fruit and vegetables. Each seller is next to a white sheet on the ground. The first seller has vegetables on the white sheet in neat piles. She also has some small plants next to the sheet and is leaning down and touching the plants. In front of her carrying a small shopping bag is a young woman with a baby on her back. The other seller is sitting on the white sheet with neat piles of red fruit in front of her. She is talking to a young man with a crutch who is looking at the fruit.]

What kind of assets are there?

An asset can be a **practical skill** (e.g. carpentry)

[Image 1: There is a small shelter made from corrugated iron and under the shelter are ten wooden bed frames in two rows. There is one man underneath the shelter and he is working on one of the beds.]



An asset can be some **specialist knowledge** that a person has (e.g. the knowledge of the university lecturer)



[Image 2: There is a building with lots of windows and a large clock tower in the middle. Outside this building is a sign that says "University" and in front of the sign are three people. Two young people, are talking to an older man wearing smart clothes, carrying some books.]

An asset can be some **interest or passion** that a member of the community has (e.g. members of the church choir)

[Image 3: There is a small church and outside the church is a group of people standing together singing. In front of them is a man conducting the group.]





An asset can be a **physical resource** in the community (e.g. a church hall or eating place where people can meet)

[Image 4: There is a wooden shack with a corrugated iron roof. One of the doors to the shack is open and inside there is a pot that is boiling. Outside the shack people are sitting at two

small tables. At one table is an elderly man and a young woman. They each have a bottle in front of them on the table and are talking. Next to them is a young man sitting by himself at a table and he has a plate of food in front of him on the table. Just behind the young man is a kettle on a fire.]

An asset can be **an organization** that works in the community (e.g. organization of informal traders)

[Image 5: This picture has a circle drawn by hand and inside the circle is a picture of a boda boda driver. On his motorbike behind him he has bales of material tied to his bike. Underneath the boda boda driver is written in hand, Association of Boda Boda Drivers.]



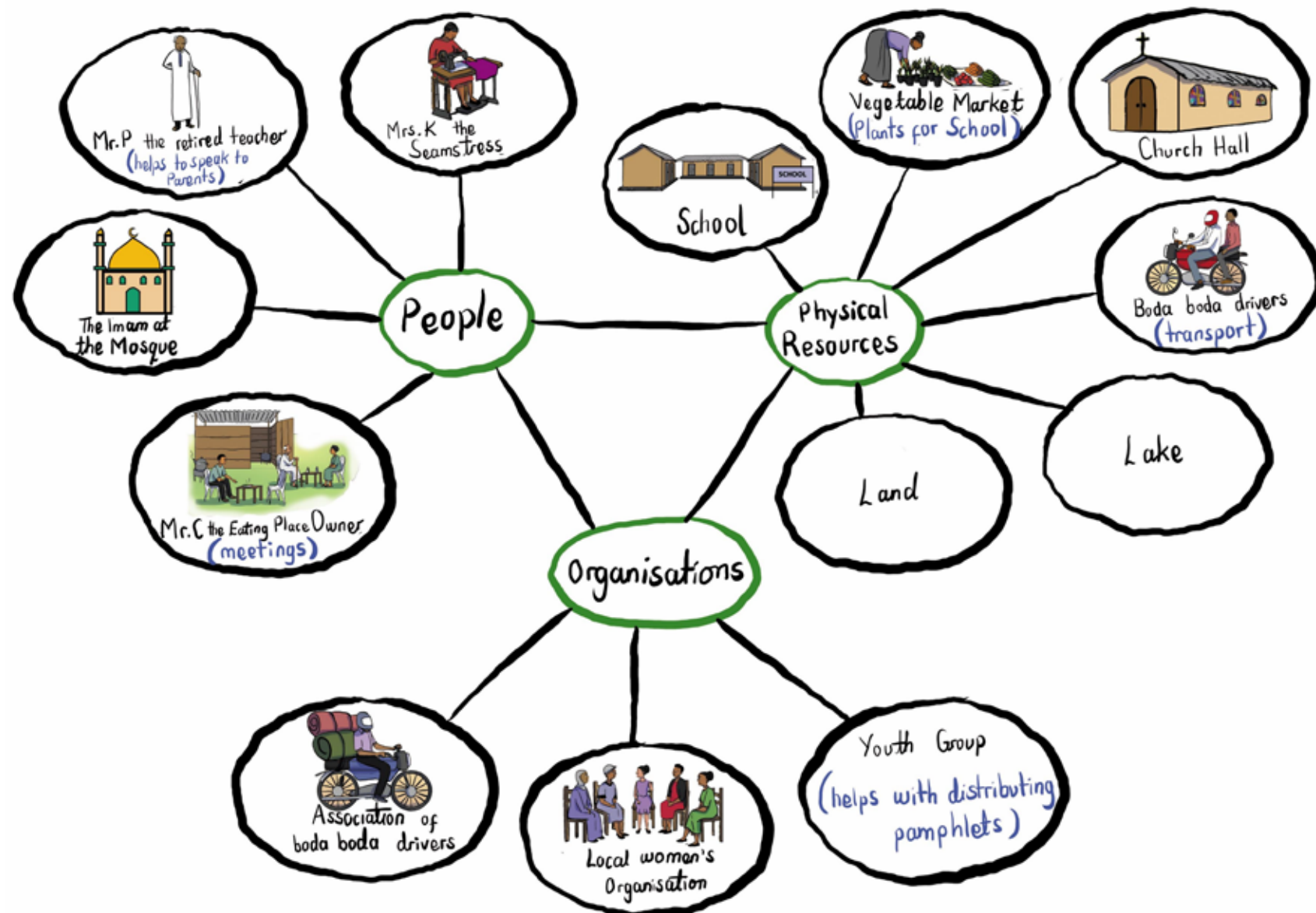
Although many assets are clear to us, sometimes they are not so clear, and we need to think creatively about how someone or something could be a potential asset

10. How to do a community asset map

- A community asset map is like a mind map of the community
- It shows the different PEOPLE, RESOURCES and ORGANISATIONS that can be potential assets and what support they may be able to offer
- It also shows how these assets can be connected to form a network that can support the SITs and strengthen community support for inclusive education
- Think about specific examples in your community/district of people, physical resources and organisations that could be assets
- Discuss how they could support the school inclusion teams and contribute to the development of inclusive education
- In the same way that you developed your mind map, discuss how you would like to present your community assets as a map
- Draw your map (see the example of a community asset map on the next page)

Some examples of the kinds of assets we can get in the community

People	<ul style="list-style-type: none">• A person who has knowledge about something useful• A person who has a skill we can use• A person who has experience/s that could be helpful• Someone who can volunteer some time• Some who plays a leadership role in the community and can use their role to support IE
Physical resources	<ul style="list-style-type: none">• A place we can use for meetings• A government service that the SIT may need to help them• A church or mosque that brings community members together• Different kinds of public transport• Shops that can provide a resource for the school
Organisations	<ul style="list-style-type: none">• An organisation that offers a service that the SIT can use• An organisation that can help to reach a particular community• An organisation that can help to raise awareness or distribute information



[Image description: In the middle of the piece of paper are three hand drawn circles arranged in a triangle. The first circle on the left has the word “people” written in it. The next has the word “organisations” written into it and the third circle has the words “physical resources” written into it. The three circles are connected to each other by black lines.

Around the “people” circle are four smaller circles all connected to it with a black line. In one of these smaller circles is an old man holding a cane and underneath is written inside the circle “Mr P. the retired teacher” and underneath these words in brackets is written “helps to speak to parents”. Another of the small circles has a picture of a young women sitting sewing with a sewing machine and underneath her is written “Mrs K the seamstress”. Another smaller circle contains the words “The Imam at the Mosque”. In the other smaller circle around the people circle is a small picture of a shack with a corrugated iron roof. Outside the shack are some people sitting around tables. Two are talking to each other and another man is sitting eating. There is a kettle behind him boiling on a stove.

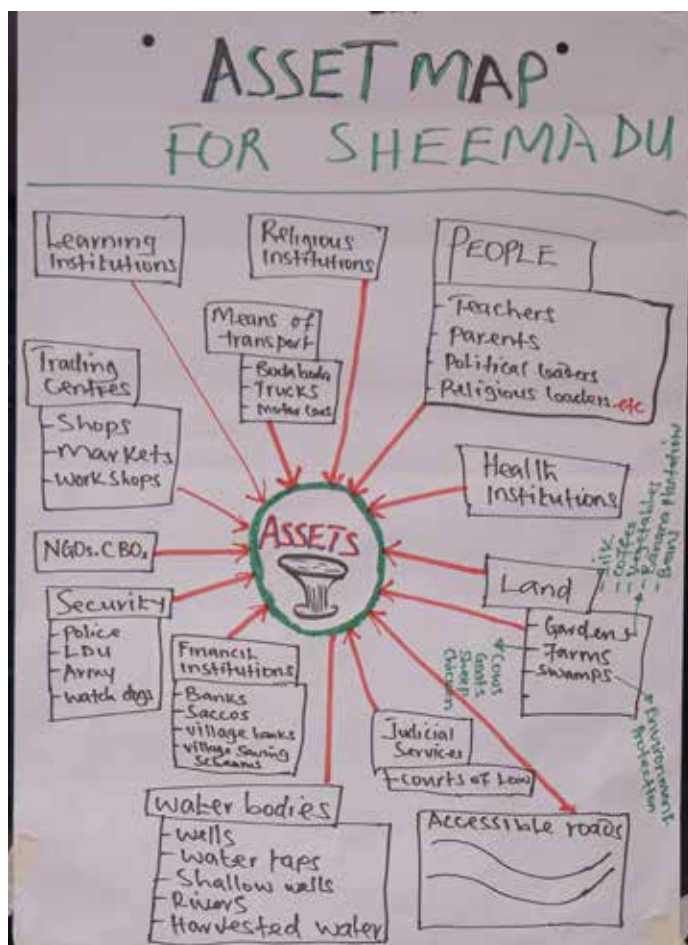
Around the “organisations” circle are three smaller circles connected to it with a black line. The first smaller circle has a picture of a boda boda driver and underneath him is written “Association of boda boda drivers”. The next small circle has a picture in it of a group of people sitting talking. Underneath them is written “Local women’s organisation”. In the third smaller circle is written “Youth Group” and underneath in brackets is written “helps with distributing pamphlets”.

Around the physical resources circle are six smaller circles connected to it with a black line. In the first is a picture of a school. The next smaller circle has a picture of a woman selling fruit and vegetables and underneath is written “Vegetable Market” with “plants for school” in brackets. The next smaller circle has a picture of a church. The next smaller circle has a picture of a boda boda driver with a passenger. Under this picture is written “boda boda drivers” with the word “transport” in brackets. There are two other smaller circles connected to physical resources – one has the word “lake” written inside and the other has the word “land” written inside.]

Sustaining a strong network of community assets

Remember that it is not enough to just identify what assets exist in our community. We also have to **build a strong network of assets** to support inclusive education. We can do this by **strengthening collaboration** between the SITs and the assets in the community. DPOs have an important role to play in building and sustaining these networks.

Remember that strong collaborative relationships across the community are important to sustaining inclusive education. There are good practices that can help to build collaboration or bad practices that can undermine it. It is important for us to always think about and reflect on whether we are using **good practices to build and sustain collaboration**.



An asset map created by DPO Facilitators from Sheema district, Uganda.

[Image description: There is a flipchart paper with the words 'Asset map for Sheema DU' at the top. In the middle of the paper there is a word 'assets' in a circle. There are many lines radiating from the circle joined to boxes with examples of assets, for example; 'health institutions', 'means of transport', 'security' etc.]